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ABSTRACT

This report concerns the results of a study of perceptions of the need for training in multicultural education as part of teacher preparation programs for college students in Idaho. Graduate and undergraduate students (n=652) enrolled in the six teacher preparation programs throughout the state participated in the study. Participants were surveyed to determine their understanding of cultural diversity and the needs of students of diverse backgrounds. Analysis of data indicates that the majority of future teachers are very confident of their teaching abilities, feel that it is the students' responsibility to learn, and believe that teachers are too overburdened by the curriculum to attend to individual learning needs. At the same time, these individuals have had none or very limited experience with ethnically diverse populations. Perceptions change with year in school and age as factors. Recommendations based on the findings include: placing future teachers in educational settings with students culturally different from themselves; establishing courses that specifically address the needs of diverse learners in teacher preparation programs, followed by the use of the infusion model throughout the teacher preparation program; and encouraging professors to articulate the needs of diverse populations and to understand how the information they are imparting will assist students in becoming better teachers. (Contains 16 references, 11 tables, and the undergraduate student questionnaire.) (ND)

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Idaho Us West Teams* Initiative Report:

Teachers' Understandings Of And

Preparation For Working With

Diverse Populations

In Idaho

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Running Head: HDNA RESULTS

Abstract

This article concerns the results of a study of perceptions of the need for training in multicultural education as part of teacher preparation programs for college students in Idaho. Six hundred and fifty two (n=652) graduate and undergraduate students enrolled in the six teacher preparation programs throughout the state of Idaho participated in the study. The results of the analysis of data indicate the majority future teachers are very confident of their teaching abilities, feel that it is the students' responsibility to learn, and teachers are too overburdened by the curriculum to attend to individual learning needs. At the same time, these individual have had none to very limited experiences with ethnically diverse populations. Perceptions change with year in school and age as factors. Implications for multicultural education for preservice teachers are discussed following presentation of results of the study.

Introduction

In June of 1993, the US WEST Foundation awarded six grants of \$245,000 to sites within their fourteen (14) state region, the purpose of which was to enhance understandings of diversity for preservice and inservice teacher populations. A coalition of the six four-year degree granting institutions in Idaho, the Idaho State Department of Education, Idaho State Department of Vocational Education, and the Idaho State Board of Education was awarded one of these grants to be utilized on a state-wide activity basis. Representatives of all of the institutions mentioned above had outlined an ambitious program of goals and objectives with matching activities to be engaged during the next two years for diversity education.

A description of one of the activities accomplished during this two-year period, a study of the perceptions of the need for multicultural education for preservice and inservice teachers involving over 600 participants statewide, is the subject of this paper.

Diversity and Education

The America of today is far different than the America envisioned by the Founding Fathers. It is important to note that individuals such as Benjamin Franklin envisioned a type of refuge for Anglo-Saxons in the Americas where the race could flourish; subsequently he argued against admission of other ethnic groups into the "new" country (Takai, 1987). The Naturalization Law of 1790, in existence until 1952,

extended citizenship to "various European or 'white' ethnic groups". This law excluded those from other countries and Native Americans from obtaining citizenship on the basis of race (Takai, 1987, p.29).

From the very beginning, race played a central role in the development of America. Access to the fruits of "freedom" was originally meant for a select group who were perceived to be worthy of these gifts.

The history of the development of the educational system in America also reflected current themes in operation at various times and places in the country. The price of education for children of immigrants was to lose their native values and languages in order to ensure adaption to the new system, a system heralding the values of the Protestant work ethic: cleanliness of mind, body and spirit; healthy practices; individualism; and a willingness to work hard to obtain the rewards of society (Rényi, 1993).

Teachers, in their roles as harbingers of societal rules, became accomplices in the effort to "Americanize" new immigrants, Native Americans, and African-Americans. Teaching did not entail recognizing individual differences and then accommodating instruction to needs of students. Instead, an emphasis was placed on the societal curriculum which included the notion of becoming part of the "melting pot" and conforming to the dominant norms and morés of society. For Native Americans and African Americans, the curricula offered reflected not only these

values, but the implicit message that in order to succeed, individuals in these ethnic groups had to learn to "act white". At the same time, the conditions existing in the boarding schools and separate schools for African-Americans subtly conveyed the message to the students that they and their values were "substandard" (Nelson, Carlson, and Palonsky, 1993).

Curriculum reform

A controversial arena has developed in the past several years over curricula utilized in educational systems. This conflict has erupted between those who strongly adhere to a passing on of what was considered appropriate for consumption by late 19th and early 20th century students and those who believe a different approach is necessary for today's students who will be living in the 21st century. Nelson, Carlson, and Palonsky (1993) state the curriculum taught at the end of the 19th century with its emphasis on American (i.e., "western") values may not have been too discontinuous with the values of the new voluntary immigrants who were primarily from European countries. Native American, African-Americans, non-white Hispanics and Asians were not expected to participate in the American experiment. In other words, to recognize the importance of cultural difference was not an issue: the goal was for individuals to adopt the values judged to be most important for success in the making of America as a capitalistic society.

As stated by Cross (1994), the curriculum in place in schools today still reflects

a primarily Euro-American culture. This curriculum does not enhance understandings of the legitimacy of other world views. However, in contrast to earlier times, today's immigrants come from all over the world, including many Asian and Latin American countries. The European values taught in school may be in direct conflict with the values held for centuries in the native lands of these recent immigrants, causing difficulties for children and their families. Nelson, Carlson, and Palonsky (1993) conclude that:

"(i)n a pluralistic society, students must learn that there are many and varied sets of socially constructed realities. Schools must encourage students to develop broad understanding from often competing viewpoints. Students must be taught to appreciate the different social realities stemming from human differences such as linguistic diversity, gender, socioeconomic class, religion, sexual orientation, age, and from being physically challenged. (p.176)

This espoused view reflects the relatively recent call for curricula which are inclusive of all ethnic groups in America (Grant and Sleeter, 1992). This development followed the Civil Rights Movement in the 1960's (Banks, 1990). It is not a call for curricula which are particularistic, i.e., reflecting only one ethnic view. However, many are still threatened by the idea of expanding curricula to include alternative viewpoints (Nelson, Carlson, and Palonsky, 1993).

The question, as always, concerns whose culture should be taught. If a curriculum is created which has culture at the center, then to be truly responsive, the cultures of all students in a classroom must be considered in order for "(c)hildren (to) begin to understand themselves and each other, how their current experiences are connected to their past, and how they fit into a larger society. The curriculum becomes a means of connecting 'book learning' to larger ideas, to humanity, to life (Cross, 1994, p.75)."

Teacher preparation and diversity

Changing curricula in classrooms to reflect current socio-political realities will not alone accomplish equity for diverse populations. Jonathan Kozol (1990) delivers a grim view of life in many American schools in a time when equity and distribution of resources within school systems have been perceived as problems "solved" by many within our society. Not only do many schools lack the necessary resources for teachers to educate effectively, but lack teachers who are aware of the needs of their students and willing to change their teaching approaches to accommodate those differences. In order for schools to succeed in educating all of their learners, teachers must develop a more comprehensive understanding of diverse ethnic peoples in this country, their cultural values and ways of relating to the larger society (Pai, 1990).

Fructer (1992) demonstrates how essential the teachers' cultural understandings are in the school success of students in the following:

Examine classroom work in restructured schools and you will often find remarkable examples of reformulated curricula focusing on diversity and exploring a rich and accurate history of the school's students, families, and communities. Examine the pedagogy of a school committed to reformulating curriculum and you will often find inquiry-based instruction, peer tutoring, cooperative learning, team and interdisciplinary teaching, and mixed-ability grouping. (p.29)

Good curricula and good pedagogy go hand in hand. Today's reality is that the majority of students enrolled in teacher education programs continue to be of white, Euro-American heritage (Zimpher and Ashburn, 1992). One of the challenges in teacher preparation programs is to assist mainstream students in developing understandings of other ethnic groups without developing a backlash of resistance as a result of students feeling "guilty" about their own white privilege (Nel and Sherritt, 1992).

One way to accomplish the above is to develop an understanding with future and inservice teachers that all cultures have value, that respect for one another is at the heart of good teaching, and that teachers do not have to devalue their own cultures in order to appreciate and respect the cultures of others. This requires an exploration of culture from many perspectives, not only an awareness of the differences between mainstream and what Pai (1990) terms as "shared function"

(p.210) groups, but an incorporation of this knowledge into the teaching practices of those involved in the educational system.

To be effective, teachers need to explore their own cultural backgrounds, something which was discouraged in previous generations of immigrants. Teachers need to view learning about their own and other cultures as a continuation of their educational inquiry, a pursuit which will add value to their understandings of the universe and life on our planet (O'Donnell and Gallegos, 1992).

Diversity, Teaching and Teacher Preparation in Idaho

Idaho is a largely rural state. While it has slightly more than one million inhabitants, it has the second largest wilderness area in the United States including over eighty (80) mountain ranges throughout the state. Its terrain ranges from areas of 750 ft. above sea level at Lewiston, Idaho to mountains of over 8,000 ft. in Southeastern Idaho. Within Idaho, one can find forests as well as high altitude desert areas. Crops produced in Idaho include potatoes, sugar beets, and barley. Idaho trout is well known throughout the United States. In addition, gold and silver mining have played an active role in the development of the state, along with railroads, and the mining of gems (Idaho Blue Book, 1994; Rand-MacNally Atlas, 1994).

Idaho is home to large agribusiness corporations, such as Simplot, as well as Boise Cascade; AMI Gould; Morrison-Knudson; Albertson, Inc.; and others. The Idaho National Engineering Laboratory is located in the Arco desert between Pocatello and

Idaho Falls. Tourism is one of Idaho's industries with such well-known resort areas as Sun Valley and Coeur d'Alene.

The three largest population centers of Idaho are the state capitol of Boise with over 200,000 inhabitants, Pocatello with over 54,000 inhabitants in the region, and Idaho Falls with over 54,000 inhabitants in the region. The population in Idaho is growing as more immigrants settle into the area, as well as migrants from California who are following the trend of moving out of large cities into rural areas. These individuals include retirees who are returning to Idaho to live. Migrant workers are also a part of the population, especially as seasonal work brings workers to the area.

Idaho is home to five American Indian reservations: Fort Hall Reservation in Southeast Idaho, Duck Valley Reservation in Southwest Idaho, Nez Perce Reservation in the Northwest region, Coeur d'Alene Reservation in the Northern area of the state, and Kootenai Reservation which borders Canada. In addition to the primary tribes served on reservations, each reservation system also may host several other tribes.

The population in Idaho consists of 92% Caucasian, 5% Hispanic, 1% Indian, .5% African American, and .5% Asian/Pacific Islander and 1% other, including racially mixed families. Idaho's teachers are comprised of 99% Caucasians and 1% from the under-represented groups mentioned above (Idaho State Department of Education, 1994).

There are forty (40) language groups who inhabit the state. Consequently, over 12,000 children whose home language is not English are present in Idaho schools; only 5,000 of these students are enrolled in programs for Limited English Proficiency (LEP) throughout the state out of the 131,600 (1992-93 figures) students enrolled in the public schools. These students are primarily scattered throughout the Snake River plain. The largest home language group is Spanish (80.7%), followed by Native American languages, Vietnamese, and Laotian (Idaho State Department of Education, 1994).

Idaho's institutions of higher education reflect the lack of diversity in the state. In the Fall of 1992, 57,798 students were enrolled in higher education institutions. Of these, 52,914 were white, non-Hispanic; 333 students were African-American; 1,305 students were Hispanic; 833 students were Asian/Pacific Islander; 630 students were American Indian; and 1,783 students were nonresidents of the state (national Center for Education Statistics, 1994).

The Study

Methods

Students enrolled in teacher preparation programs at each of the six four-year degree granting institutions in Idaho were asked to participate in a survey to determine their understandings of cultural diversity and the needs of students of diverse backgrounds attending Idaho schools. The instrument used for this study was

the Human Diversity Needs Assessment (Klug, 1993) which was created for this purpose. This instrument was designed to give demographic data concerning the students who are enrolled in teacher preparation programs in Idaho as well as to assess student perceptions concerning diversity issues. In Part One of the survey, students were requested to answer questions concerning their enrollment at institutions of higher education in Idaho, year in school, major, age, race/ethnicity, experience with diverse populations and knowledge of the needs of diverse populations to date.

A Likert Scale utilizing five points from strongly disagree, disagree, no feeling, agree, and strongly agree, was employed for parts two through four of the survey. Part Two of the instrument concerned the perceptions of these students and their concerns with teaching diverse populations. Students were asked to respond to nineteen (19) statements such as, "All students should be able to benefit equally from the instruction presented in the classroom" and "To expect future teachers to understand the needs of all learners in the classroom is unrealistic". Part Three of the instrument focused on actual teacher preparation courses that students had already taken or in which they were presently enrolled. Twenty-eight (28) questions such as the following were employed in this part of the survey: "Adequate time is being spent in my methods classes in discussing learners with special needs"; "My instructors have modeled the incorporation of multiculturalism into the curriculum"; "As a future

teacher, I have gained adequate information I can utilize concerning the influence of the family on education"; and "I have had field experiences in which I have had opportunities to teach diverse learners".

Part Four of the instrument concerned the need for various types of classes to assist students in their understandings of diverse populations.' Nine (9) questions were asked such as, "Teacher preparation students would benefit from classes offered in the field of sociology" and "Knowledge of a second language (such as Spanish) is essential for teachers".

A panel of experts reviewed the instrument to determine its suitability. Revisions to the instrument were made according to suggestions made by this panel.

Administration of the instrument

The HDNA (Klug, 1993) was administered during the Spring semester, 1994, to students at all levels in their teacher preparation. Students were included from all teaching majors. The data collection was made by faculty or graduate assistants during teacher preparation methods classes. Students were asked to participate voluntarily, and there were no penalties if students chose not to participate. All data were submitted anonymously, with the surveys placed in envelopes that were then delivered to departmental secretaries. Surveys were collected and forwarded to a central location for data analysis by the researcher and a consultant in the institution's College of Education.

Data analysis

Survey information was collected through the use of a computer, and then analyzed by using Chi-Square. Four variables were considered in analysis of the data: age, year in school, major, and institution attended. Pearson chi-square probability was utilized to determine significance. Items were considered for analysis if significance was reported at the $p < .01$ level on two or more variables.

RESULTS

Demographic Data Analysis

Part 1 of the Human Diversity Needs Assessment (HDNA) (Klug, 1993) concerned demographic information needed to analyze the results of the survey (see Appendix A). A total of 632 undergraduate and graduate students enrolled in teacher preparation programs at the six four-year degree granting institutions in the state of Idaho participated in this study. Of these, 12.8% ($n=81$) were members of federally protected classes, 83% ($n=522$) were Euro-Americans, and 4.5% ($n=29$) chose not to indicate their ethnic affiliation (see Table 1).

Insert Table 1 about here

Of the students surveyed, 10% ($n=61$) were Freshman level students, 16% ($n=101$) were Sophomores, 19% ($n=118$) were Juniors, 40% ($n=254$) were Seniors,

5% (n=32) were special graduates seeking their education certificates, and 8% (n=54) were graduate students in education. Two percent (2%) (n=12) of those surveyed failed to report their year in school (see Table 2). For purposes of this study, students were grouped as Elementary majors, represented by 59% (n=370)

Insert Table 2 about here

of the population sampled, Secondary majors, represented by 31% (n=196) of the population sampled, and Special Education majors, represented by 2% (n=14) of the population sampled. Other majors (n=52), such as Occupational Education, Home Economics, etc., were reported in such small numbers as to be insignificant in the analysis of the data (see Table 3).

Insert Table 3 about here

Two additional variables that were examined for the study were age and institution attended. In terms of age, 60.3%(n=381) reported that they were in the traditional college age range of 18-24; 20.1% (n=127) were 25-34; 16% (n=101) were 35-44; 3.2% (n=20) were 45-54; and .005% (n=3) were reported as "other" (see Table 4). It is clear from the demographics given that students who

participated in the study represent a wide age range, and that a sizable number of these students are what would be termed non-traditional or above the traditional age of college attendance (see Table 4).

 Insert Table 4 about here

Students involved in the study attended institutions of higher education which range in size from approximately 750 to slightly less than 15,000 students (Blair, 1995). For this study, 10% (n=65) attended Institution A, an institution of less than 12,000 students; 23% (n=144) attended Institution B, an institution of less than 12,000 students; 22% (n=138) attended Institution C, an institution of less than 15,000 students; 17% (n=109) attended Institution D, an institution of less than 4,000 students; 9% (n=55) attended Institution E, an institution of less than 1500 students; and 19% (n=118) attended Institution F, an institution of less than 12,000 students; three students did not identify their institutional affiliations (see Table 5).

 Insert Table 5 about here

In terms of the experiences these students had with diverse populations, 1% (n=9) reported that they had no experience, 22% (n=136) that they had very little

experience, 53% (n=337) that they had some experience, and 24% (n=150) that they had a lot of experience (see Table 6). In terms of having had educational field placements with diverse populations as part of their teacher preparation programs, the exact same figures are reported as in Table 6 (see Table 7).

 Insert Table 6 about here

 Insert Table 7 about here

Table 8 and Table 9 reflect the students' overall knowledge concerning diverse populations and information concerning diverse populations that has been acquired as a result of their enrollment in teacher preparation coursework. As can be seen in Table 8, 31% of students rate their overall knowledge as inadequate, 62% as adequate, 7% as superior, and .002% gave no response. In terms of knowledge acquired to date about diverse populations in educational settings, 39% rated their knowledge as inadequate, 56% as adequate, 5% as superior, and .002% gave no response (see Table 9).

Results of variable analysis across survey questions

Part 2 of the survey dealt with diversity and the students' consideration of the

 Insert Table 8 about here

 Insert Table 9 about here

impact of diversity upon the educational process. Part 3 dealt with diversity and teacher preparation courses; in other words, how much information students were learning about diversity and education within their teacher preparation courses. Part 4 of the survey dealt with coursework that could be seen as needed for additional preparation in working with diverse populations (see Appendix A).

In examining the responses to the survey questions, an item was considered to be significant at the $p > .01$ level on two or more variables: year in school, age, major or institution attended. Fifty one percent (51%) (n=35) of the questions administered met the criterion for consideration (see Table 10). Only 18% (n=11) of the 59 items analyzed were not significant on any dimension (see Table 10).

 Insert Table 10 about here

As can be seen by examining Table 11, the variable that accounted the least

for significance in terms of the criteria established was major. This was a surprising finding, because it countered a popularly held mythology that special education and elementary majors would be more sensitive to the needs of all children. The variable which accounted for the greatest number of items examined was age: older, non-traditional students were more understanding of the needs of diverse populations than their traditional-age college student counterparts. Year in school, or college level, did not account for as many significant responses. However, seniors showed the most differences in their understanding the existence of diverse populations needs, as compared to Freshmen, who seemed to be the most uncertain.

Insert Table 11 about here

Students from Institution C, a larger university, Institution D, a medium-sized institution, and Institution F, a larger institution, all showed greater awareness of the needs of diverse populations than their counterparts across the state. These three institutions have been working for a number of years in the area of expanding their students' understandings of diversity, including having the requirement of additional coursework to address diversity as well as using the "Infusion Model" (addressing diversity within the existing coursework) to address diversity in the classroom. Institution A, a large university, Institution B, a large university, and Institution E, a

small institution, have only recently begun to place emphasis on an understanding of diversity both in methods classes and in terms of the institutions as a whole. These institutions have relied primarily on an "infusion model" to address diversity.

Analysis of survey questions

Questions were grouped for analysis according to topical areas: (a) Learners, learning styles, and teacher styles; (b) Influence of culture in the learning process; and (c) Methods classes and teaching.

Learners, learning styles, and teacher styles

In general, responses to items dealing with learners, learning styles, and teacher learning styles indicated that for those students attending institutions with an emphasis on working with diverse populations, there was a greater understanding of variations in learning styles and working with ethnically diverse learners. This was also the case with older vs. younger college students. Seniors and special graduate students seemed to be more sure of terminology such as "field dependent learner" and "field independent learner".

Many students still consider that it is the students' responsibility for their learning, that the teacher's need to adjust lessons to meet the needs of students should not be an issue. This is important in light of the data concerning the role of teachers in the classroom and the ability to meet student learning needs.

Influence of culture in the learning place

Noting the influence of the variables of age, institution, major, and year in school, students in general feel that they have an understanding of the influence of culture in the learning place. However, in light of the responses discussed above, they may be relating their knowledge only to that of their own cultural backgrounds, in this case predominantly middle class Euro-American. Students felt that the role of the family was very important, and that economics was an influence as a cultural determinant. Students could see the relationship between classroom management and cultural differences.

Methods classes and teaching

Again noting the influence of the variables stated above, students in Idaho teacher preparation programs are very confident in their abilities to teach all students, regardless of ethnic diversity. Future teachers perceived that they had received modeling for working with diverse populations in their methods classes, with a strong emphasis on understanding cooperative learning.

On the other hand, the majority of teacher preparation students agreed or strongly agreed that it was unrealistic to expect teachers to understand the needs of learners in their classrooms. Participants felt that teachers were too burdened by the demands of subject matter to attend to areas relating to socio-cultural concerns. Smart teachers, they were sure, would be able to teach all students in the classroom.

Only 20% (2/10) of the items in Part 4 concerning college coursework related

to deepening understandings of diversity met the criteria to be considered. Future teachers (68.6%) agreed or strongly agreed that a class in bilingual education would be helpful to them. Ninety six point three percent (96.3%) agreed or strongly agreed that it was necessary for them to be aware of their own prejudices and biases.

Conclusions

College students in Idaho who are enrolled in teacher preparation programs appear to be confident in their abilities to teach all K-12 students, regardless of ethnic affiliation. They are confident that they can meet the needs of their future scholars, and that, as future teachers, they have acquired useful information for their teaching careers. This is in spite of the fact that the majority of the participants have had limited experiences with diverse populations.

Due to the high dropout rate for Native American students (40%) and Hispanic students (60%) in Idaho, one can conclude that this perception held by future teachers, while laudable, is also unrealistic. These participants still place the responsibility for the scholars' learning on the students, expressing the concern that teachers are already too overburdened with the demands of the curriculum to address individual\group needs. While teacher preparation students seem to have mastered the technique of cooperative learning, the use of this technique alone will not ensure success of K-12 students from diverse backgrounds in the classroom.

Non-traditional age teacher preparation students do seem to have more of an understanding of the need for information concerning diversity and education, perhaps due to their own experiences within school systems and awareness of socio-political concerns of our nation. Future teachers from three institutions which have placed a greater emphasis on diversity also show a greater understanding of the needs of diverse populations within the school setting.

Implications and Recommendations

Students enrolled in teacher preparation programs overall do not understand the influence of different cultural expectations upon success in school. Teacher preparation institutions in Idaho incorporating an "infusion model" alone to address the needs of diverse populations are not having as great an impact on their graduates' understanding of diverse populations as others who have incorporated coursework specifically addressing diversity and the needs of diverse populations in the classroom. Possible explanations may be a lack of consistency in incorporating information in all classes, lack of ability on the part of the instructor to impart such information, and lack of future teachers' contact with diverse populations which would limit the ability to make the information immediately useful to them as classroom teachers.

Seniors and graduate students who participated in the study seem to have more of a grasp of the need for information concerning diversity. This could possibly

be due to the additional field experiences (i.e., student teaching) which are required to be completed in classroom settings during the penultimate or ultimate semester of coursework before acquiring the degree in education, as well as the experiences that graduate students have had in classrooms.

In order to bring to bear the awareness for future teachers that there are indeed needs of diverse populations in the classroom, perhaps a sense of "disequilibrium" needs to be created with future teachers early in their academic programs. In this way, a window may be opened to them that would allow integration of information concerning cultural diversity. As future teachers seem to be enthusiastic and confident in their teaching abilities, we would not want to undermine their confidence. However, to be truly prepared to work in academic settings, future teachers need to be placed in educational settings where they are confronted with what they do not know. In other words, how to work with students who are culturally different from themselves. Hopefully, in being confronted with their lack of knowledge, future teachers would search for information which is immediately needed in order for their scholars to be successful in the classroom.

Courses need to be established in teacher preparation programs which specifically address the needs of diverse learners, and these courses need to be followed by the use of the infusion model throughout the teacher preparation program. Professors need to articulate clearly the needs of diverse populations and

how the information they are imparting in class will assist students in becoming better teachers.

Idaho is an example of a growing rural state. As the population in Idaho continues to expand with the concurrent expansion of ethnic populations, it will be even more imperative for future teachers to acquire the necessary knowledge and skills to successfully teach all scholars in their classrooms. Ensuring the knowledge and skills addressing diverse populations are imparted, indeed, becomes the responsibility of institutions with programs for teacher preparation. As noted by Fructer (1993), creative avenues for addressing diversity can and should become part of the teacher preparation curriculum. In this way, our K-12 schools will continue to be successful with the emphasis placed on success for every student, regardless of ethnicity.

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Table 1
Member of a Protected Class

IHE	Yes	No	NR*
A (n = 65)	32	31	2
B (n = 145)	23	116	6
C (n = 142)	5	119	18
D (n = 109)	17	89	3
E (n = 55)	0	55	0
F (n = 116)	4	112	0
Total (n = 632)	81	522	29
Percentage	83%	4.5%	12.8%

*NR = No Response

Table 2
Academic Levels of Participants

Level	Number of Participants	Percentage of Total
Freshman	61	10%
Sophomore	101	16%
Junior	118	19%
Senior	254	40%
Special Graduate	32	5%
Graduate	54	8%
Other	12	2%
Total	632	100%

Table 3
Major in Teacher Education

Major	Number of Participants	Percent of Total
Elementary	370	59%
Secondary	196	31%
Special Education	14	2%
Other	52	8%
Total	632	100%

Table 4
Age Range of Participants

Age	Number of Participants	Percent of Study Recipients
18-24	381	60.3%
25-34	127	20.1%
35-44	101	16%
45-54	20	3.2%
Other	3	.005%
Total	632	99.6%*

* Total is less than 100% due to rounding errors

Table 5
Institutions of Higher Education

IHE	Number of Participants	Percentage of Study Population
A	65	10%
B	144	23%
C	138	22%
D	109	17%
E	55	9%
F	118	19%
No Response	3	----
Total	632	100%

Table 6
Overall Experience with Diverse Populations

IHE	None	Very Little	Some	A Lot
A (n = 65)	2	14	30	19
B (n = 145)	3	21	82	39
C (n = 142)	1	25	77	39
D (n = 109)	3	29	57	20
E (n = 55)	0	15	26	14
F (n = 116)	0	32	65	19
Total (n=632)	9	136	337	150
Percentage 100%	1%	22%	53%	24%

Table 7
Overall Experience in Educational Field Placements with Diverse Populations

IHE	None	Very Little	Some	A Lot
A (n = 65)	2	14	30	19
B (n = 145)	3	21	82	39
C (n = 142)	1	25	77	39
D (n = 109)	3	29	57	20
E (n = 55)	0	15	26	14
F (n = 116)	0	32	65	19
Total (n=632)	9	136	337	150
Percentage	1%	22%	53%	24%

Table 8
Overall Knowledge Acquired to Date Regarding Diverse Populations

IHE	Inadequate	Adequate	Superior	NR
A (n = 65)	23	37	5	
B (n = 145)	43	90	12	
C (n = 142)	45	90	6	1
D (n = 109)	34	67	8	
E (n = 55)	20	35	0	
F (n = 116)	29	75	12	
Total (n=632)	194	394	43	1
Percentage	31%	62%	7%	.002%

Table 9
Overall Knowledge Acquired to Date Regarding
Diverse Populations in Educational Settings

IHE	Inadequate	Adequate	Superior	NR
A (n = 65)	33	30	2	
B (n = 145)	53	81	10	
C (n = 142)	57	80	4	1
D (n = 109)	39	66	4	
E (n = 55)	30	24	2	
F (n = 116)	37	68	9	
Total (n=632)	249	349	31	1
Percentage	39%	55%	5%	.002%

Table 10
Significant Questions Examined

Survey	Number Meeting Criteria	Total Number of Questions
Part 2	8	20
Part 3	25	29
Part 4	2	10
Total	35	59

Table 11
Influence of Variables

Variable	Part 1	Part 2	Part 3	Total
(1) Major	6/8	5/25	1/2	12/35
(2) Age	5/58	16/25	0/2	21/35(3)
(3) IHE	6/8	18/25	2/2	26/35
(4) Year in School	4/6	24/25	1/2	29/35

APPENDIX A

**HUMAN DIVERSITY NEEDS ASSESSMENT (HDNA)
DR. BEVERLY J. KLUG
IDAHO STATE UNIVERSITY
(Undergraduate Form)**

INTRODUCTION:

The Human Diversity Needs Assessment (Klug, 1993) is designed to assist colleges of education in the identification of areas regarding preservice and inservice teachers' perceived needs concerning multicultural and specially challenged populations.

You are asked to participate **voluntarily** in completing the HDNA. If you do not wish to participate, you will not be penalized in any way. **Your confidentiality is assured** as no identifying information is required to complete the survey. As an added measure, course instructors will not be present as the survey is being completed.

This survey takes approximately 30 minutes of your time to complete. You will place the finished survey in the envelope provided for this purpose. An individual will be designated to return the envelope to the secretary of the department.

If you agree to participate in this survey by responding **anonymously** to the items on the forms provided, you will be assisting the college of education in your school to identify the areas of diversity which need to be addressed within your teacher education program.

HUMAN DIVERSITY NEEDS ASSESSMENT (HDNA)

DR. BERVERLY J. KLUG
IDAHO STATE UNIVERSITY
(Undergraduate Form)

Please complete this survey by responding to the items as directed for each section using a #2 pencil.

PART 1: Please respond to the following demographic question by marking the response choice that best applies to you.

1. I am currently enrolled at

<input type="checkbox"/> University of Idaho	Idaho State University
<input type="checkbox"/> Boise State University	Lewis and Clark College
<input type="checkbox"/> Albertson College	Northwest Nazarene

2. My year in school is

<input type="checkbox"/> Freshman	Sophomore
<input type="checkbox"/> Junior	Senior
<input type="checkbox"/> Special Graduate	Graduate

3. My undergraduate major is/was

<input type="checkbox"/> Elementary Education	Secondary Education
<input type="checkbox"/> Early Childhood Education	Special Education
<input type="checkbox"/> Health/Physical Education	Vocational Technical Education
<input type="checkbox"/> Home Economics Education	

4. My age is

<input type="checkbox"/> 18-24	25-34
<input type="checkbox"/> 35-44	45-54
<input type="checkbox"/> Other	

5. I am a member of a federally protected class.

<input type="checkbox"/> Yes	No
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6. My overall experience with diverse populations to date has been

<input type="checkbox"/> None	Very Little
<input type="checkbox"/> Some	A Lot

7. My overall experience in educational field placements with diverse populations to date has been

<input type="checkbox"/> None	Very Little
<input type="checkbox"/> Some	A Lot

8. I would rate the overall knowledge that I have acquired to date regarding diverse populations in general as

<input type="checkbox"/> Inadequate	Adequate
<input type="checkbox"/> Superior	

9. I would rate the overall knowledge that I have acquired to date regarding diverse populations in educational settings as

<input type="checkbox"/> Inadequate	Adequate
<input type="checkbox"/> Superior	

PART 2: Please respond to all of the following statements concerning diversity and education by marking the response choice which most accurately reflects your opinion/belief concerning the appropriateness of the statement.

Strongly Agree
Agree
No Feeling
Disagree
Strongly Disagree

- 10. When I teach, it will be important for me to know about the cultural heritage of all students.
- 11. Racial/cultural heritage is an important influence in a child's education.
- 12. When I teach, it is essential to have the ability to work with parents of all students in my classroom.
- 13. My own cultural background may hinder my future understanding of students in my classroom.
- 14. All students should be able to benefit equally from the instruction presented in the classroom.
- 15. It is not necessary to adjust instruction to students' learning styles.
- 16. It is not necessary to incorporate differing viewpoints across the curriculum.
- 17. It is not necessary to include multicultural information in key subject areas such as reading and math.
- 18. The use of cooperative learning groups in the classroom is simply a fad which should be ignored.
- 19. The way I myself was taught in school provided appropriate modeling for how a teacher should teach all students.
- 20. Future teachers should not be made to learn information that does not relate directly to instructional procedures.
- 21. To expect future teachers to understand the needs of all learners in the classroom is unrealistic.
- 22. Teachers are too burdened with trying to teach subject matter to attend to other areas which relate to socio-cultural concerns (such as the influence of economics on students' learning).
- 23. An undergraduate teacher preparation program should stick to teaching methods and not worry about other areas such as diversity.
- 24. Smart teachers will be able to meet the needs of all students without the extra hassle of taking classes relating to issues surrounding multiculturalism.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 25. Undergraduate teacher preparation programs should not be expected to provide information to prospective teachers regarding working with culturally different students.
- 26. My undergraduate teacher preparation program is adequate in versing me in the needs of all learners.
- 27. It is the responsibility of undergraduate teacher preparation programs to influence the attitudes of prospective teachers concerning diverse populations.
- 28. Significant attention should be paid to the needs of diverse populations (e.g., Hispanics, Asians, Blacks) in undergraduate teaching methods classes.
- 29. Too much consideration is being paid to differences of students; not enough attention is being paid to the similarities of students.

PART 3: Please respond to all of the following statements regarding the actual teacher preparation courses in which you are presently enrolled or have been enrolled in previously by marking the response choice which most accurately reflects your opinion.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 30. Adequate time is being spent in my methods classes in discussing learners with special needs.
- 31. I understand how to adjust my lesson plans to include students with different learning styles.
- 32. As a future teacher, I am prepared for working with all populations including students of diverse cultural/racial backgrounds.
- 33. I understand how to adjust my lesson plans for students who are "right brain" learners.
- 34. I understand the term "cultural capital" (utilizing information minority students come to school knowing) and how to integrate this information into my teaching lessons.
- 35. My instructors have modeled the incorporation of multiculturalism into the curriculum.
- 36. I have received information which will be helpful in meeting the needs of all my students in the classroom.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 37. It is the responsibility of the students, not the teacher, to ensure their success in the classroom.
- 38. As a future teacher, I understand how to interact with parents/grandparents of minority students.
- 39. Cooperative learning groups are modeled in my methods classes.
- 40. I have had field experiences in which I have had opportunities to teach diverse learners.
- 41. I understand the term "field independent learner."
- 42. As a future teacher, I have gained adequate information I can utilize concerning the influence of the family on education.
- 43. I am aware of different cooperative learning strategies.
- 44. I understand how to adjust my lesson plans for "field dependent learners" (those who see the whole picture).
- 45. I have learned how to identify my own learning styles.
- 46. I have had an opportunity to be involved in cooperative learning activities in my methods classes.
- 47. I understand how to adjust my lesson plans for "field independent learners" (those who can learn parts of topics presented easily).
- 48. I have learned about and have a good understanding about the connections between classroom management and cultural differences.
- 49. I have had modeling in my methods classes which has prepared me to work with parents/family of minority students.
- 50. I understand the influence of economics as a cultural determinant in working with diverse populations.
- 51. I understand how status can influence the learning of minority students in academic settings.
- 52. I know how to address stereotypes when encountered in instructional materials.
- 53. My college instructors convey the importance of developing an understanding of issues relating to diversity.
- 54. In learning about working with many types of learners, I understand how this information will assist me as a teacher.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 55. As a future teacher, I plan to provide a competitive atmosphere where students work hard for their grades.
- 56. Presentations by parents and other community people representing diversity will be a regular feature in my classroom.
- 57. An atmosphere which fosters the building of trust is essential in a classroom.
- 58. Students can learn equally well from working with other students as they can when the activities are completely teacher directed.

PART 4: Please respond to all of the following statements addressing the need for various types of classes as part of undergraduate teacher preparation programs by marking the response choice which most accurately reflects your opinion.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 59. It is necessary for students who intend to be teachers to take classes offered in the field of anthropology.
- 60. Teacher preparation students would benefit from classes offered in the field of sociology.
- 61. Undergraduate teacher education majors should take at least one class in the area of economics in order to understand the influence of economics on cultural groups.
- 62. Students in undergraduate teacher preparation programs should take a class in bilingual education.
- 63. Knowledge of a second language (such as Spanish) is essential for teachers.
- 64. Some preparation should be provided to individuals in teacher preparation programs concerning communication skills.
- 65. Many types of instructional practices should be featured in methods classes.
- 66. Guest speakers can provide beneficial information to teacher candidates concerning multicultural populations.
- 67. Future teachers need to be aware of instances of subtle racism and the effects of such racism in the classroom.

Strongly Agree
 Agree
 No Feeling
 Disagree
 Strongly Disagree

- 68. Future teachers need to be aware of their own biases and prejudices concerning multicultural populations.

THANK YOU FOR YOUR ASSISTANCE IN RESPONDING TO THIS ASSESSMENT. IT WILL PROVIDE VALUABLE INFORMATION FOR USE IN MAKING DECISIONS CONCERNING DIVERSITY IN TEACHER EDUCATION PROGRAMS.

- 69. I would like further information concerning diversity regarding

■ cultural influences	sociological influences
■ learning styles	cooperative learning
■ classroom management	communication skills
■ working with parents	instructional methods

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